

Department of Business Operations and Partnerships

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Date: 19 August 2022

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TO: Councillors A. Anderson (Chair), K. Pragnell (Vice Chair), and Councillors T. Buchanan, K. Campbell, D. Devlin, C. Merrick, O. O'Donnell and G. Wallace; and Dr F. Angell; Ms F. Gilchrist; Ms D. Graham; and Mr D. Morris.

EDUCATION COMMITTEE

A meeting of the Education Committee will be held in the Council Chamber, Council Headquarters, Eastwood Park, Giffnock, on **Thursday, 25 August 2022 at 10.00am.**

The agenda of business is as listed below.

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DIRECTOR OF BUSINESS OPERATIONS AND PARTNERSHIPS

Please note this is a virtual meeting.

AGENDA

1. **Apologies for Absence.**
2. **Declarations of Interest.**
3. **Summer 2022 – Presentation by Head of Education Services (Equality and Equity).**
4. **SQA Examination Results 2022 – Oral statement by Head of Education Services (Performance and Provision).**
5. **Improving Outcomes – A Longitudinal Study of the Impact of 1140 Hours – Report by Director of Education (copy attached, pages 3 - 16).**
6. **Improving Outcomes Through Scottish Attainment Challenge Funding – Report by Director of Education (copy attached, pages 17 - 38).**
7. **Education Department End-Year Report 2021/22 – Report by Director of Education (copy attached, pages 39 - 44).**

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EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEE25 August 2022Report by Director of EducationIMPROVING OUTCOMES – A LONGITUDINAL STUDY OF THE IMPACT OF 1140 HOURS**PURPOSE OF REPORT**

1. To inform Education Committee of the West Partnership's planned evaluation of 1140 hours of early learning and childcare (ELC).

RECOMMENDATION

2. Education Committee is asked to note the planned West Partnership evaluation of 1140 hours.

BACKGROUND

3. The Scottish Government set a transformational agenda for Early Learning and Childcare by 2020 which was published in March 2017. The vision was to almost double the entitlement of free ELC from 600 hours to 1140 hours per year by 2020 for all 3 and 4 year olds and eligible 2 year olds and is underpinned by the key principles of Quality, Flexibility, Accessibility and Affordability.

4. The Scottish Government announced on March 2020, as a result of the COVID-19 pandemic, their decision to remove the statutory duty on education authorities to make 1140 hours of early learning and childcare (ELC) available to each eligible child from August 2020.

5. A new implementation date of August 2021 was set.

6. The Glasgow City Region Education Improvement Collaborative (West Partnership) is a collaboration of eight local authorities across the West of Scotland: East Dunbartonshire, East Renfrewshire, Glasgow City, Inverclyde, North Lanarkshire, Renfrewshire, South Lanarkshire, and West Dunbartonshire.

7. The West Partnership Early Years Network in partnership with the Evaluating and Reporting Group were keen to explore in detail how this increased ELC offer improves outcomes for children and families by undertaking an evaluation over an extended period of time.

REPORT

8. During school session 2020 – 2021, all 8 local authorities who make up the West Partnership began to provide 1140 hours of early learning and childcare prior to the statutory duty date, with most providing from August 2020.

9. This increased offer to children and families in the West Partnership was designed to make a real difference and improve outcomes in terms of attainment, wellbeing and employment.

10. With children spending increased time in early learning and childcare, the officers were keen that the evaluation was designed to explore what it means in terms of Curriculum for Excellence and the early level, with findings informing pedagogical approaches across the early level (ELC & Primary 1) in West Partnership establishments.

11. All parents and carers in Scotland have the legal right to defer their child's entry to primary school if they are not yet 5 years old at the beginning of the school year. In the current system, the youngest children (those with a January or February birth date) are automatically entitled to an additional year of funded early learning and childcare, when they defer their primary one start.

12. The Scottish Government has laid legislation in the Scottish Parliament which will mean that, from August 2023, all children with an August to December birthday who defer will automatically be able to access funded ELC.

13. The findings from the West Partnership 1140 Evaluation will complement the collaborative work being undertaken across the 8 local authorities to ensure the early level curriculum continues to meet the needs of learners as they potentially have 3 years of ELC before beginning primary school.

14. An evaluation proposal (appendix 1) was developed in collaboration with the West Partnership Early Years Network and shared with the West Partnership Board in February and the Glasgow City Region Education Committee in March 2022. The proposal was approved as well as a recommendation to establish an advisory group.

15. An advisory group has been established to advise on the direction of this work with regular updates being presented to the Early Years Network and West Partnership Governance Board. A copy of the remit of this group can be found as appendix 2 of this document.

FINANCE AND EFFICIENCY

16. To support and take forward this research, a full-time research assistant has been recruited. The cost of this post is being met within the West Partnership's budget.

RECOMMENDATION

17. Education Committee is to note the planned West Partnership evaluation of 1140 hours.

Mark Ratter
Director of Education
August 2022

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WEST PARTNERSHIP 1140 EVALUATION PROPOSAL



Introduction

Entitlement to funded early learning and childcare (ELC) has extended over the past 2 decades. At its outset, in 2002, all 3-year-olds were entitled to 412.5hrs of funded childcare. This figure was first increased to 475 hrs (2007), then to 600 hours (2014) and more recently to 1140hrs. The recent increase to 1140 hrs marks a 90% increase in entitlement, a significantly more ambitious extension than those that occurred in 2007 (15%) and 2014 (26%). From 2014 the policy was also extended to 'eligible 2-year olds', which allowed those facing particular disadvantages to access the entitlement earlier than the usual entry point (3 years of age). The Scottish Government provide three 'principal outcomes' for extending ELC entitlement:

1. Children's development improves and the attainment gap narrows;
2. Parents' opportunities to take up work, training, or study increase; and
3. Family wellbeing improves through enhanced nurture and support.

The Scottish Government will evaluate the outcomes of the policy in the coming years. To understand how our evaluation will differ, and in places align, to the national evaluation, it is worth recapping on how the 600 hrs policy was evaluated.

What do we know so far?

The 2014 entitlement increase to 600 hrs has been evaluated on a national level. The evaluation, completed in 2017, focused on three key areas. These areas and a few key highlights are presented below:

1. building capacity for the increased ELC entitlement;
 - a. the number of funded ELC hours used had increased by 30%
 - b. the number of funded ELC capacity spaces had increased by 4%
 - c. variation in changes to capacity was seen on a local authority level (23 increased, 9 decreased)
 - d. the workforce increased by 6% to deliver the entitlement
2. providing high-quality, accessible, affordable and flexible ELC;

- a. Quality – 92% of ELC providers graded good or better on all care inspectorate quality themes (-1%)
 - b. Accessibility – 85% of parents within 15 mins of ELC provider (13% 15-29 mins – 3% 30 mins +)
 - c. Flexibility - Increases in % of ELC providers who operate outside of school hours (19-30 +11%), and during school holidays (18-23 +5%)
 - d. Affordability – 69% of parents said they had some (52%) or significant (17%) affordability difficulties paying for ELC in the previous 12 months
3. and encouraging use of the entitlement by parents.
- a. 99% of 3- and 4-year-olds and 10% of 2-year-olds (approx. 25% eligible) registered
 - b. Average parent used childcare as follows:
 - c. 29 hrs per week (14 hrs funded, 7 paid, 8 informal)
 - d. 600 hrs policy had led to, on average, 1.5hrs extra childcare per week in main ELC provider

Gaps and West Partnership context

The 600 hrs evaluation did not explore the three outcome aspirations of the policy (children’s outcomes, parental opportunities, and family wellbeing) as these were claimed to be long-term ambitions which could not be appropriately evaluated prior to the implementation of the 1140 hrs policy. Following the 600 hrs evaluation the Scottish Government completed three phases of baseline data collection prior to the implementation of the 1140 hrs policy. This involved collecting data on children’s development, health, and home environment, as well as the parent’s economic activity, health, and wellbeing. Some of this national level baseline data can be used as baseline data for West Partnership specific evaluation work.

To some extent, this evaluation will align to the ideas of the national level evaluation, whilst other elements present a different approach. Following consultation with the West Partnership Early Years Network, this evaluation will focus on two primary areas:

1. Outcomes for children (development and attainment)
2. Experiences of stakeholders (practitioners, parents, children, and wider/consequent stakeholders such as primary practitioners)

Wider system change themes will be explored as a secondary area and will be captured as part of theme 2.

Consultation with the West Partnership Early Years Network found that the following areas would not be included in this scope of the research:

- How the policy had impacted on parents’ ability to work, train or study (SG’s second outcome)
- Practicalities of the policy regarding practitioner numbers, hours of delivery, budgeting etc.

Research Questions

The two overarching research questions of this evaluation are as follows:

1. What impact has the implementation of 1140 hours had on the development and attainment of our children?
2. What are the experiences and views of stakeholders in relation to the extension of ELC entitlement and the impact that this has had on the development and attainment of our children?

Wider themes to be explored in these overarching research questions include:

- Key milestones achieved
- Development in literacy and numeracy skills
- Social and emotional wellbeing
- Family learning and parental engagement
- Transition
- Curriculum development and pedagogy
- Workforce development

To answer these questions a variety of quantitative and qualitative methods will be implemented. These are detailed in the following section on methodology

Methodology

Children's Development and Attainment

Of particular interest to this work is the impact of extending ELC entitlement on children's development and latterly their attainment. This aligns to the primary aim of the policy at a national level; to improve outcomes for children and reduce the poverty-related attainment gap.

Proposed Method(s)

Children's Development

To assess the impact of 1140hrs on children's development, this evaluation could use two tools that were used in the national baseline collection: the Ages and Stages Questionnaire (ASQ) and the Strengths and Difficulties Questionnaire (SDQ). The ASQ is a parent-completed questionnaire which is used globally to screen children's development. The SDQ is a parent or teacher completed questionnaire which is used widely to screen children's behaviour.

There are two ways in which these tools could be utilised to demonstrate the impact of extending the entitlement of ELC:

1. The tools could be used to collect data on 'eligible 2's' and 'comparator 3's' in the same way as the national baselining. The scores following the implantation of 1140 hours could then be compared to the baselined figures. The comparison could be against the

national weighted figures published in the Scottish Government Phase 3 report. Alternatively, we could request the baselined figures for the 8 West Partnership local authorities and use that as a RIC specific baseline figure from which a comparison can be made.

- The tools could be used in another way to assess the impact of how long the enhanced entitlement had been received. This would involve capturing data on those who were previously 'eligible 2s' who received 600 hours entitlement prior to the implementation of 1140 and who turned 4 within the first year of the enhanced implementation (before Aug 22). These 4-year-olds would then be compared to those who followed in subsequent years, with the difference being the volume of time for which they had received 1140 hrs. The table below maps how this might look:

Date of Birth	Date entering ELC	Date turning 4	Number of months with 1140 hours entitlement when turning 4
Feb 1 st 2018	March/April 2020	Feb 1 st 2022	6
Feb 1 st 2019	March/April 2021	Feb 1 st 2023	16
Feb 1 st 2020	March/April 2022	Feb 1 st 2024	23
Feb 1 st 2021	March/April 2023	Feb 1 st 2025	23

If ASQ and SDQ scores were collected just after the 4th birthday of the eligible 2s then the impact of varying levels of exposure to the enhanced entitlement could be evaluated. Those who were born in 2018 would have had significantly less exposure to the 1140 hrs entitlement than those who were born in 2021. If the 1140 hrs entitlement has had an impact on children's development, then this would be expressed by an increased number of 4-year-olds being 'on schedule' (ASQ). A similar process could be completed with the Strengths and Difficulties Questionnaire.

Considerations

There are a few considerations for both approaches detailed above. With regards to option 1, it is unclear as to whether the data collected by the Scottish Government for the national baselining would be sufficient for providing a representative picture of the West Partnership. It may be that the sample used there makes up part of a representative picture at a national level but would not be representative of our region. It is also unclear as to whether the Partnership would have access to this data.

With regards to option 2, a significant amount of work would be required to identify those previously 'eligible 2s' and to collect data from them when they turned 4. In 2020 there were 1816 2-year-olds who accessed funded ELC across the West Partnership. It might be useful to have sampling periods which could capture data on these children at different points depending on when they started.

Started ELC	When they will turn 4	Exposure to 1140 hours when turning 4

Jan 2020	Sept-Dec 2021	1-4 months
March/April 2020	Jan-Feb 2022	5-6 months
August 2020	March-August 2022	7-12 months
Jan 2021	Sept-Dec 2022	13-16 months
March/April 2021	Jan-Feb 2023	17-18 months
August 2021	March-August 2023	19-24 months

Therefore, samples would be collected on the following dates to gather data on those who have had varying levels of exposure to the enhanced entitlement:

Date of Data Collection	Exposure to 1140 policy
Feb 2022	6 months
Aug 2022	12 months
Feb 2023	18 months
Aug 2024	24 months

Assuming an entirely linear spread of when eligible 2-year-olds began their entitlement, there would be roughly 600 children that could be sampled at each collection point.

Children's Attainment

To address the second part of the overarching research question, existing data collected on Achievement of Curriculum for Excellence (ACE) levels can be used to understand if there is a correlation between ELC entitlement and ACE's data. ACE's data presents a snapshot of how many P1 pupils are meeting the expected early level across four metrics: reading, writing, listening and talking, and numeracy. This data is collected annually but was missing from 2020 due to the pandemic. The Scottish Government published statistics presents numbers per each local authority and can also be split by SIMD Quintiles. As such, the data required for this element of the proposal has already been collected and will not require any data collection input from those involved in this project. The data would be analysed as part of this project and used to compare to previous cohorts.

As previously described, there would be a requirement to collect data over several years to reflect the growing exposure to the 1140 hours entitlement. The table below demonstrates how future cohorts will have had varying levels of exposure to the enhanced entitlement:

Date of P1 start	Usual Exposure to 1140 hrs	Date of ACEs publication
Aug 2022	12 months	Aug 2023
Aug 2023	24 months*	Aug 2024
Aug 2024	36 months**	Aug 2025

*Example- A child born in March 2018 who entered ELC when they were 3 in Aug 2021 and enters primary school in Aug 2023 aged 5 years 5 months. If this child was eligible as a 2-year-old then they would start ELC in Aug 2020 and would have had 1 year of 600 hrs entitlement before 2 years of 1140.

**Example – A child born in March 2019 who is eligible as a 2-year-old, started ELC in Aug 2021 and enters primary school in Aug 2024 aged 5 years and 5 months.

Considerations

Currently the Scottish Government present ACEs data by local authorities and SIMD profiles. An accurate RIC level analysis would require access to raw data to aggregate SIMD profiles and attainment measures. Up until now, we have not had access to this level of detail when presenting ACEs figures. The ability to cut the data into SIMD quintiles would provide us with a way of exploring whether the enhanced childcare entitlement was having an impact on attainment gaps. It should be noted that attainment is an outcome that has multiple antecedents, which means that proving a causal link between entitlement and attainment is unlikely. Correlation analysis would be possible. This would be even stronger if we could link ELC usage data to attainment data in both pre and post 1140 implementation cohorts. For example, it would be of interest to note the differences at P1 between those 'eligible 2s' that took up the 600 hrs entitlement versus their comparator 3s compared to what happens after the implementation of the policy. Analysis of groups like this could overcome some of the deficits that SIMD analysis contains (where postcode and socio-economic status do not align).

Stakeholder Experience

The experiences of various stakeholders are of particular interest to this evaluation. The Partnership is interested in getting multiple perspectives on the impact of the enhanced entitlement and its consequences on the development and outcomes of children. The West Partnership Early Years group noted that it was interested in exploring the experiences of ELC practitioners, parents, and their children, but also the wider and subsequent networks which overlap with ELC. This would involve those practitioners involved in transitions processes into P1. As a secondary focus, system change themes will be explored specifically with practitioners. A variety of methodological tools are suggested below to capture the experiences of these multiple groups.

Proposed Method(s)

To capture the experiences of ELC practitioners, two methods are proposed:

1. A survey that would aim to capture data on practitioner experience of the move to 1140 hours. This would explore a range of areas including practitioner perceptions on the impact on children, their observations regarding how the nature of ELC has changed with the increased entitlement and their experience of delivering the increased entitlement. The survey would use both closed questions (used for quantitative analysis) and open questions which would allow for qualitative elaboration. The survey would be sent to all 717 ELC centres across the region with the aim of capturing as big a cross-section of the ELC environment as possible. We would encourage a range of ELC practitioners to complete the survey.
2. A series of group interviews could be conducted which would provide a means to gaining more in-depth qualitative data on the experience of ELC practitioner. This could be done in a few different ways. One option would be to select several ELC centres that would be used as samples that would aggregate to something that would be representative of the West Partnership region. An alternative method of organising these groups would be to complete

group interviews based on the type of ELC practitioner, rather than based on what centre they are employed in. This second option could provide insight as to the varying experience based on the type of practitioner within the group interview.

To capture the experience of practitioners who subsequently engage with those children who have received the extended entitlement, the following is proposed:

1. Individual or group interviews with P1 and transitions practitioner would then be able to collect more detailed qualitative data on any differences they had seen between cohorts with varying levels of exposure to the enhanced entitlement. This could be done over several years to explore differences that might arise from varying levels of exposure to the enhanced entitlement.

Date of P1 start	Usual Exposure to 1140 hrs
Aug 2022	12 months
Aug 2023	24 months
Aug 2024	36 months

To capture the experience of parents, two potential methods are proposed:

1. Surveys would be produced which would aim to explore the perceptions of parents regarding their child's development. Surveys could be given to different types of parents. For example, it could be given to those who have children who are aged 4 in 2022, who have therefore experienced both the 600 hrs and 1140 hrs entitlement. Parents of multiple children could also be targeted to capture the perceived differences in ELC provision between children.
2. Interviews with parents would be used to capture more in-depth data about their experience of the extended provision. As above, the sampling for this element of the project could target specific groups of parents. Those with multiple children who have experienced different levels of entitlement would be one option. There could also be a focus on those parents of 'eligible 2s' who have older children who had experienced a different level of entitlement.

To capture the voice of children a playful enquiry method is proposed:

1. Capturing data on young children is significantly different from collecting data on other groups. The ability for a young child to articulate their experiences is a particular challenge due to the developmental level of the child. As such, a playful method of collecting qualitative data is required. This might involve having a practitioner known to the child ask a few questions about their experience of ELC and could incorporate drawing, games, or other forms of play. The practitioner who conducted the playful enquiry would then be required to write up some short notes on the experience which could include quotes from the child or anything creative they had created in the process.

Considerations

There are various considerations for the methods detailed above. These relate to sampling, ethics and data analysis.

Sampling

Significant consideration needs to be given to the sampling of practitioner, parents, children, and primary practitioner across each of the proposed methods detailed above. Ideally, sampling would aim to be representative of the West Partnership region. Some of the methods above suggest highly specific groups, such as parents of 'eligible 2s' who have older children who have experienced different levels of entitlement. The ability to identify and recruit groups as specific as this may be difficult.

Ethics

In each of the methods detailed above, it is important that those involved in the research are aware of the purpose of the research and consent to answering surveys or participating in interviews. All participants need to be aware that they can opt out of participation and that if they partake then they can request the deletion of any data associated with them.

The ethics of conducting research with young children are again significantly different from research on other groups. Parental consent will be required in all cases and parents will need to receive enough information regarding the purpose of the recording of data and how it will be stored etc to make an informed choice.

Resources

To support and take forward this research, a full-time research assistant will be required. Key tasks will include sampling, survey and focus group design, data collection and analysis, report writing. The research assistant will be supported by the Evaluating and Reporting Lead Officer and Data and Evaluation Officer for the West Partnership. It is recommended that a post is recruited via standard local authority recruitment processes or a studentship is explored with an academic partner.

It is also recommended that an advisory group is established to advise on the direction of this work with regular updates being presented to the Early Years Network and West Partnership Governance Board.

Recommendations

- The Early Years Network are advised to review and discuss this proposal with an agreed draft being presented to the governance board on 4th February;
- Establish an advisory group following board approval;
- Recruit a full-time research assistant to support with the implementation of the research

West Partnership 1140 Hours Evaluation Advisory Group Remit

Background

The West Partnership Early Years Network identified a need in relation to understanding the impact of the additional 1140 hours in early years on the outcomes of children. An evaluation proposal was developed in collaboration with the network and shared with the West Partnership board of Directors in February. The proposal was approved as well as a recommendation to establish an advisory group.

Purpose of the advisory group

The purpose of the advisory group is to provide the West Partnership and research team with advice, expertise, support and challenge in all aspects of the evaluation.

Remit of the advisory group

The advisory group will serve as a coordinated advice network and:

- Provide feedback on evaluation strategies and activities
- Offer critical thinking and current knowledge in the field of early years education
- Offer recommendations
- Offer views and opinions specifically in relation to the recruitment and engagement of research participants for example parents and infants
- Support the progress of the project and alleviate barriers where appropriate

Membership

It is anticipated that the eight local authorities will be represented through various types of members. The advisory group will include:

- Senior officers in early years with a strategic remit
- Early years practitioners
- West Partnership research and evaluation team
- Senior Partnership Officer
- Chair of Early Years Network
- External research and evaluation colleagues particularly with an interest in early years research
- Parents

Once the membership is finalised, an appropriate chair will be selected and a term of reference created.

Frequency of meetings

In the first instance, the board will meet on an 8-week cycle as the evaluation is in the early stages and reviewed thereafter. The first meeting is anticipated to be held **w/c 18th April**.

Decision making

Any significant changes or recommendations suggested by the advisory group will be agreed by the West Partnership Governance Board.

Reporting

The research team will provide updates to the advisory group however will not report to the advisory group. The research team will report to the governance board via the established reporting and evaluating processes.

EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEE25 August 2022Report by Director of EducationIMPROVING OUTCOMES THROUGH SCOTTISH ATTAINMENT CHALLENGE FUNDING**PURPOSE**

1. To seek Education Committee approval for the proposed Strategic Equity Funding (SEF) Plan 2022 - 2026.

RECOMMENDATION

2. Education Committee is asked to:

- a) approve the proposed SEF Plan; and
- b) ask the Director of Education to bring regular reports to Education Committee on the progress and impact of its implementation.

BACKGROUND

3. The Education Department's vision statement "*Everyone Attaining, Everyone Achieving through Excellent Experiences*" reflects the commitment and expectation that all learners will be supported to realise their potential.

4. Article 28 of the UNCRC states that children and young people have the right to education.

5. The Scottish Attainment Challenge was launched by the First Minister in February 2015. This included establishing the £750 million Attainment Scotland Fund. The Scottish Attainment Challenge is about achieving equity in education; specifically by ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.

6. Underpinned by The National Improvement Framework, Curriculum for Excellence and Getting it Right for Every Child, the Scottish Attainment Challenge initially identified 7, later extended to 9 local authorities, to become 'Challenge Authorities'. Challenge authorities received additional resources to support the closing of the poverty related attainment gap.

7. The Cabinet Secretary set out in Parliament on 23 November 2021 the Scottish Government's plans for the next phase of the Scottish Attainment Challenge, (herein known as *SAC Refresh*), developed in consultation with local government and agreed by COSLA Leaders.

8. The draft SEF Plan takes full account of the National Improvement Framework [Education - Achieving Excellence and Equity: national improvement framework and improvement plan 2022](#), East Renfrewshire Community Planning Partnership Community Plan, the Fairer East Ren Plan and Locality Plans, the department's contributions to the Council's Outcome Delivery Plan 2022 – 2025 and the department's Local Improvement Plan 2022-2025.

REPORT

9. The attached draft SEF Plan "*Raising the Bar for All: delivering Excellence through Equity*" (appendix 1) was written by officers from the Education Department, led by a Head of Education Service (Quality Improvement).

10. Three key themes were identified as part of our theory of change to tackle the poverty related attainment gap:

- Children and Young People's Wellbeing – Readiness to Learn
- Literacy and Numeracy
- Learning and Teaching – Pedagogy for Equity

11. In addition, leadership, parental engagement and the use of research and data to support professional learning will permeate across all themes.

Four Year Strategic Plan (Logic Model)

12. The four year plan details the activities that will be undertaken to achieve the intended outcomes. Whilst the plan has a level of flexibility in allowing many of the activities to be offered to schools on a universal basis, the key aim remains the targeting of additional resource and activities over and above those detailed in the Local Improvement Plan, to improve outcomes for children and young people in key equity groups, in particular those pupils impacted by poverty.

13. To enable this approach, ongoing analysis of performance data, both quantitative and qualitative research will take place, allowing support, challenge and resource to be targeted at specific establishments.

14. In collaboration with targeted schools, a deep understanding of their context, rationale for improvement and use of Pupil Equity Funding (and other available monies) will be considered to set ambitious individual targets.

One Year Action Plan (Driver Diagram)

15. For each academic planning cycle a one year plan will be developed, detailing the supports and interventions in place across each year of funding. The progress and impact of this plan will be monitored on an ongoing basis and will lead to refinement of the overarching four year plan.

Stretch Aims

16. The Education Department, in partnership with our schools, has been setting local stretch aims (targets) for some time. This two-way process is part of existing local authority quality improvement processes and very much agreed as part of an interactive and

collaborative process. The agreed stretch aims enables strategic council (Outcome Delivery Plan and Fairer East Renfrewshire Plan), departmental (Local Improvement Plan) and school improvement plans to reflect the ambitious and achievable aim to improve outcomes for all learners, whilst closing the poverty related attainment gap.

17. Robust evidence-informed self-evaluation will enable ambitious stretch aims to be developed, as part of this plan and to be embedded in existing planning across the Council and the Education Department. These aims will help measure the impact and outcomes of the activities which we will undertake to deliver the Scottish Attainment Challenge. The department's quality improvement officers will provide ongoing support and challenge to ensure impact in terms of improved outcomes for all learners.

18. Stretch Aims are in the process of being developed. As detailed in paragraph 13, the department's quality improvement officers will provide ongoing support and challenge to ensure impact in terms of improved outcomes for learners.

19. Progress in meeting the stretch aims will be reported on an ongoing basis through the Council's Outcome Delivery Plan, Fairer East Ren Plan and departmental Standards and Quality Report.

20. In addition, as part of the Standards and Quality Report, the Director of Education will report annually to Education Committee and wider stakeholders.

21. Regular reports will be provided to Education Scotland and Scottish Government.

CONSULTATION

22. The department has carried out extensive engagement on the priorities identified within the Local Improvement Plan 2022 – 2025. In addition a range of stakeholders have been consulted in response to the introduction of *Strategic Equity Funding*. Their views have helped inform the key themes identified in paragraph 10.

23. To enable our planning process and identification of critical activities, extensive consultation took place with pupils, staff, parents, colleagues across the Council and the Third Sector. In addition analysis of our current performance data in a range of areas was undertaken, leading to the identification of stretch aims and the finalisation of the department's SEF Plan – *Raising the Bar for All – Delivery Excellence through Equity*.

FINANCIAL AND EFFICIENCY IMPLICATIONS

24. In East Renfrewshire, we have developed a preventative approach to service delivery. This approach requires services, both individually and collectively, to continue to re-prioritise resources of time, money and expertise towards raising attainment for key equity groups. The funding to support Strategic Equity (SEF), Pupil Equity (PEF), Care Experienced Children and Young People (CECYPF), aligns closely to this approach.

25. The four year commitment for SEF, PEF and CECYPF enables the department and our schools to identify activities, approaches or resources which are clearly additional to universal improvement plans and are carefully targeted at improving outcomes for those children and young people most impacted by poverty.

26. Using the identified themes and relevant data as a starting point, a participatory budgeting approach was taken, where children, staff members, parents and wider partners further developed the rationale for the funding and outlined key activities, grounded in evidence that would complement the existing Local Improvement Plan and further tackle the poverty related attainment gap. A representative group of these key stakeholders met and prioritised the activities identified and agreed on the initial funding

27. Setting ambitious but achievable stretch aims over this four year period, will drive improvements in literacy and numeracy and support health and wellbeing.

28. Further funding to support key equity groups is available to all East Renfrewshire schools through the lowest 20% budgets.

29. The funding is short-term therefore it is vital that any improvements have a focus on both sustainability and an 'exit strategy' throughout its existence.

30. Scottish Attainment Challenge funds will support East Renfrewshire's continued focus on improving outcomes for all children and young people. East Renfrewshire's allocation for 2022 to 2026 is detailed in table 2 below:

Table 2

Local Authorities	2022/23	2023/24	2024/25	2025/26
East Renfrewshire SEF	£134,591	£267,565	£400,538	£533,512
East Renfrewshire PEF	£1,488,515	£1,488,515	£1,488,515	£1,488,515
East Renfrewshire CECYPEF	£96,389	92,880	92,880	92,880

31. Alongside *SAC Refresh* and also announced on 23 November 2021, schools' Pupil Equity Funding (PEF) will remain in place. Under the direction of Head Teachers, schools will continue to benefit from Pupil Equity Funding, appendix 2 details the amount received by each school for session 2022 – 2023.

RECOMMENDATION

32. Education Committee is asked to:

- a) approve the proposed SEF Plan; and
- b) ask the Director of Education to bring regular reports to Education Committee on the progress and impact of its implementation.

Mark Ratter
Director of Education
August 2022

Convener Contact Details

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Background Papers

1. [Education - Achieving Excellence and Equity: national improvement framework and improvement plan 2022](#)
2. [East Renfrewshire Education Department Local Improvement Plan 2022 - 2025](#)

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East Renfrewshire
Council
Strategic Equity Funding
Plan
2022 - 2026



August 2022

East Renfrewshire Council

Raising the Bar for All: Delivering Excellence through Equity

August 2022

Introduction

East Renfrewshire Council is fully committed to education and to securing the best possible outcomes for all children, young people and adults. The Council's *Vision for the Future - to be a modern, ambitious council creating a fairer future for all*, reflects that commitment.

Everyone Attaining, Everyone Achieving through Excellent Experiences is the Education Department's vision statement. The statement signals the department's ambitions for all children, young people and adults who use the education service and aligns with article 28 of the UNCRC which states that children and young people have the right to education.

Since the inception of the Council in 1996, we have always strived to raise attainment and achievement for all of our children and young people. Evidence gathered during this time details how children and young people in our Council area have achieved increasingly high levels of success in a wide range of activities, including qualifications, sporting, creative and cultural activities. Yet we must not, and will not, rest on these past successes or run the risk of complacency.

Although we know excellent practice already exists in all aspects of our education service, the impact of the Covid-19 global pandemic, has led to an increasing concern about the equity gap. This document emphasises our continued commitment to improve outcomes for children and young people impacted by poverty, with a relentless focus on tackling the poverty-related attainment gap.

This paper, which complements the department's Local Improvement Plan (LIP), details the additional experiences and outcomes we wish for our learners, setting out the key steps we must take to ensure that we close the poverty-related attainment gap, whilst raising the bar for all.

Context

National

The Scottish Attainment Challenge was launched by the First Minister in February 2015. This included establishing the £750 million Attainment Scotland Fund. The Scottish Attainment Challenge is about achieving equity in education; specifically by ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.

In November 2021, the Cabinet Secretary updated the Scottish Parliament on the Scottish Government's plans for the next phase of the Scottish Attainment Challenge, (herein known as *Strategic Equity Funding*), developed in consultation with local government and agreed by COSLA Leaders. The announcement confirmed that Local Authority funding within the Scottish Attainment Challenge would now be redistributed between all 32 local authorities, with an aim of supporting recovery from the Covid-19 pandemic and accelerating progress in closing the poverty related attainment gap.

Alongside *Strategic Equity Funding*, and also announced in November 2021, Pupil Equity Funding (PEF) will remain in place, alongside Care Experienced and Young People Fund. This funding will be in place until March 2026.

Local

The department's vision and work already takes account of the priorities set out in National Improvement Framework and Getting it Right for Every Child. With our relentless focus on improving outcomes for all East Renfrewshire's children and young people, we see no need to make a step change in the systems and approaches which have served our children and young people so well in the past. Rather, we need to build on our strengths, making changes only where and when it is right to do so, and to ensure we achieve with greater consistency the highest possible educational standards in all our schools and services.

The funding is short-term therefore it is vital that any improvements have a focus on both sustainability and an 'exit strategy' throughout its existence.

The department intends to continue to take a universal approach to improving outcomes, with clear intent on raising the bar for all. However, targeted approaches will be employed to support specific equity groups and schools with larger proportion of children and young people living in poverty.

Thorough contextual analysis has taken place using a range of quantitative and qualitative data. A clear rationale for the use of the additional funding has been determined using this data and shaped by all stakeholders. A 4-year strategic plan, including ambitious targets aligned to the Scottish Government Stretch Aims, has been developed.

Opportunities for collaboration (Integrated Children's Services Plan, Local Child Poverty Action Plan, Community Learning and Development Strategy) will continue to be exploited and expanded during the tenure of the 4 year strategic plan.

Our Approach

To enable our planning process and identification of key areas for support, extensive consultation took place with pupils, staff, parents, colleagues across the Council and the Third Sector. In addition analysis of our current performance data in a range of areas was undertaken, leading to the identification of key themes.

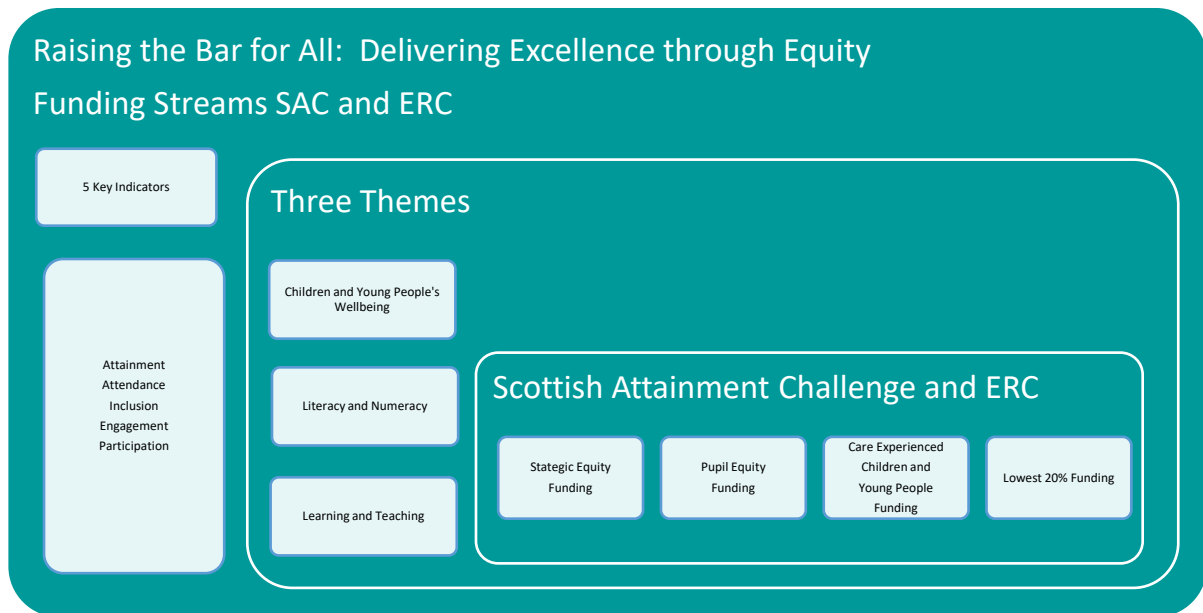
It was collectively agreed that the thrust of our approach is to tackle inequity and inequalities in educational outcomes. There are three main themes, which are centred on UNCRC Article 28, (Right to an Education) and align to the broader achievements of our children and young people. These themes are inter-related but each deserving its separate emphasis:

- Children and Young People's Wellbeing – Readiness to Learn
- Literacy and Numeracy
- Learning and Teaching – Pedagogy for Equity

In addition, leadership, parental engagement and the use of research and data to support professional learning will permeate across all themes.

These themes build upon effective existing practice and are aligned to the Education Department's [Local Improvement Plan 2022 – 2025](#), however it is about those marginal gains

and how the rigour around tracking and monitoring the impact of our endeavours against the 5 key indicators, that will make the biggest difference for all our learners.



Four Year Strategic Plan (Logic Model)

The four year strategic plan (appendix 1) details the high level activities that will be undertaken to achieve the intended outcomes. Whilst the plan has a level of flexibility in allowing many of the activities to be offered to schools on a universal basis, the key aim remains the targeting of additional resource and activities over and above those detailed in the Local Improvement Plan, to support raising of attainment for children and young people in key equity groups, in particular, those pupils impacted by poverty.

To enable this approach, ongoing analysis of performance data, both quantitative and qualitative research will take place, allowing support, challenge and resource to be targeted at specific establishments.

Local authorities remain accountable for the use of Attainment Scotland Funding, including PEF, therefore in collaboration with schools, a deep understanding of their context, rationale for improvement and use of Pupil Equity Funding (and other available monies) will be considered to set ambitious individual targets.

A support package for head teachers and teaching staff will be put in place to ensure all have plans and interventions in place that are targeted and evidence based. This includes clear guidance to support schools with use of Pupil Equity Funding which emphasises the importance of delivering improvement, whilst highlighting the close alignment between all funding streams.

One Year Action Plan (Driver Diagram)

For each academic planning cycle a one year plan will be developed. The progress and impact of this plan will be monitored on an ongoing basis and will lead to refinement of the overarching four year plan. A copy of the **one year plan** for Year 1 (2022 / 2023) can be found as part of appendix 2.

Resources

In East Renfrewshire, we have developed a preventative approach to service delivery. This approach requires services, both individually and collectively, to continue to re-prioritise resources of time, money and expertise towards raising attainment for key equity groups. The funding to support Strategic Equity (SEF), Pupil Equity (PEF), Care Experienced Children and Young People (CECYPF), aligns closely to this approach.

The four year commitment for SEF, PEF and CECYPF enables the department and our schools to identify activities, approaches or resources which are **clearly additional to universal** improvement plans and are carefully targeted at improving outcomes for those children and young people most impacted by poverty.

Setting ambitious but achievable targets over this four year period, will drive improvements in literacy and numeracy and support health and wellbeing.

Further funding to support key equity groups is available to all East Renfrewshire schools through the lowest 20% budgets.

East Renfrewshire's funding for this period is detailed in the table below.

Local Authorities	2022/23	2023/24	2024/25	2025/26
East Renfrewshire SEF	£134,591	£267,565	£400,538	£533,512
East Renfrewshire PEF	£1,488,515	£1,488,515	£1,488,515	£1,488,515
East Renfrewshire CECYPEF	£96,389	£92,880	£92,880	£92,880

Using the identified themes and relevant data as a starting point, a participatory budgeting approach was taken, where children, staff members, parents and wider partners further developed the rationale for the funding and outlined key activities, grounded on evidence that would complement the existing Local Improvement Plan and further tackle the poverty related attainment gap. A representative group of these key stakeholders met and prioritised the activities identified and agreed on the initial funding.

'Local plans must include ambitious and achievable stretch aims for progress in improving outcomes for all while closing the poverty related attainment gap.'

SEF National Operating Guidance

Stretch Aims

The Education Department, in partnership with our schools, has been setting local stretch aims (targets) for some time. This two-way process is part of existing local authority quality improvement processes and very much agreed as part of an interactive and collaborative

process. The agreed stretch aims enables strategic council (Outcome Delivery Plan and Fairer East Renfrewshire Plan), departmental (Local Improvement Plan) and school improvement plans to reflect the ambitious and achievable aim to improve outcomes for all learners, whilst closing the poverty related attainment gap.

Robust evidence-informed self-evaluation has enabled ambitious stretch aims to be developed, as part of this plan and to be embedded in existing planning across the Council and the Education Department. These aims help measure the impact and outcomes of the activities which we will undertake to deliver the Scottish Attainment Challenge. The department's quality improvement officers will provide ongoing support and challenge to ensure impact in terms of improved outcomes for learners.

The department's target values are set on the basis of three year average values which allows a period of time to allow strategies and associated actions to be implemented and to allow opportunity for improvements to be measured; furthermore setting three year average target values allows for variation where performance in a year may peak or decrease as a consequence of other factors.

In setting target values a variety of data sources are taken into consideration such as historical performance, national values, performance of other similar authorities/educational establishments as well as any predictive tools such as the Broad General Education Benchmarking Tool, Insight (National Examination analytical tool) and the National Local Government Benchmarking Framework.

In recent years the targets set by the department have included aspects of excellence (increasing the proportion of learners attaining a measure) and closing the gap (accelerating attainment for learners who reside in lower decile areas (SIMD) or Free School Meal entitled children, in comparison to other learners). These targets are at the heart of the department's agenda of raising the bar for all and realising the vision of Everyone Attaining, Everyone Achieving.

A copy of the stretch aims can be found as part of appendix 3 of this document.

Roles and Responsibilities

The responsibility of reducing the attainment equity gap in relation to gender, ethnicity, lowest performing 20%, poverty and care experienced children and young people is the responsibility of all within East Renfrewshire Council. Our shared endeavour to firmly place equity at the heart of what we do, along with careful alignment between National, Council wide, Regional and Education Department policies provides us with our agenda moving forward. With this shared ambition, comes collective accountability and expected commitment by all in the system. Further details and expectations are provided in The [Scottish Attainment Challenge: Framework for Recovery and Accelerating Progress](#) document.

Sustainability

Although the funding and the life of the plan is 4 years, the ambition for all children and young people in East Renfrewshire to attain, and for the equity gap to close will continue beyond the this period.

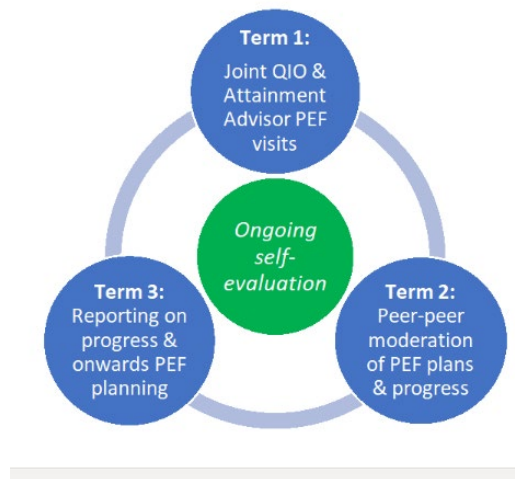
The themes and activities are designed in such a way to invest in our workforce, building their capacity to lead learning and engage with children, young people, families and partners to deliver education that improves outcomes and reduces inequalities. The outcome of this

approach will last longer than the funding, building a sustainable model of excellence through equity.

Monitoring, Evaluation and Reporting

The department's SEF Plan and Local Improvement Plan clearly identifies how progress will be monitored and annually reported. Using existing quality assurance mechanisms, the Education Leadership Team will scrutinise the impact of the plan on a quarterly basis, reviewing progress against the stretch aims. Regular progress meetings with Education Scotland's Attainment Advisor will provide further support and challenge. The Standards & Quality Report will also outline progress with improving outcomes for children and young people impacted by poverty. This report will be shared with Elected Members annually at Education Committee.

The Education Department with the support of Education Scotland's Attainment Advisor will work alongside schools to monitor and evaluate the impact of their approach to PEF and involve them in targeted activities linked to SEF throughout the cycle as follows:



The Quality Improvement Team will analyse performance data for all link schools as part of their support and challenge role. In addition, raising attainment will be a key focus in all quality assurance visits to ELC settings and schools on an ongoing basis.

The ongoing self-evaluation cycle outlined above is intended to support schools to evaluate the impact of their PEF interventions and plan their next steps, based on evidence of what is working. Schools are required to prepare an annual report of their progress in improving outcomes for learners impacted by poverty, which may be incorporated within the school's Standards and Quality Report. As with school Standards and Quality reporting, PEF progress reporting should be shared publically and a parent-friendly version of the report should also be made available, so that all parents and carers can access clear information about how PEF is used in their school and the impact the funding has on children and young people.

Evidence gathered from school PEF reports, professional discussions and performance data as outlined above, will inform the department's ongoing evaluation of the progress made towards meeting its annual stretch aims. This progress will be monitored externally through quarterly progress discussions with Education Scotland as well as written reports to Scottish Government.

The department will report on the impact of Pupil Equity Funding to Parent Council Chairs, Head Teachers, Pupil Forum Groups and Education Committee.

Equality, Fairness and Rights

The Education Department promotes a children's rights-based approach to all aspects of education and has been guided by the principles of UNCRC in preparing this plan. Children and young people have been consulted about what they think will make a difference to them and have been involved in setting priorities for the use of funding.

The entirety of the plan is concerned with improving equity in education and all actions set out within it are intended to improve learning outcomes for children and young people experiencing disadvantage. Some actions may also have a wider positive impact for all children and young people.

The activities outlined in the strategic plan support a number of children's rights, in particular:

Article 28: Right to education

Children and young people have the right to education.

Article 6: Life, survival and development

Every child has a right to life and to develop to their full potential.

Article 12: Respect for the views of the child

Every child has a right to express their views and have them given due weight in accordance with their age and maturity. Children should be provided with the opportunity to be heard, either directly or through a representative or appropriate body.

An Equality, Fairness and Rights Impact Assessment has been undertaken in line with council policy and full details are available via the Council's website.

'Strategic Equity Funding must be used to deliver targeted activities, approaches or resources which are clearly additional to universal local improvement plans.'

SEF National Operating Guidance

Tackling the Poverty-Related Attainment Gap – Strategic Plan (2022 – 2026)

INPUTS	OUTPUTS		OUTCOMES / IMPACTS		
<ul style="list-style-type: none"> • Scottish Attainment Challenge Funding • ERC lowest 20% funding • Equity staffing allocation • SEF Plan • Education Scotland Attainment Advisor • Support and challenge school performance • High quality CLPL • Quality Improvement Team • Educational Psychology Team • Principal Teachers of Literacy and Numeracy • Wellbeing Support Teacher • Research Assistant • Education Development Officer (EAL) • Adult Learning Services 	Activities		Participation / Reach	Short Term	Long Term
	Wellbeing Readiness to Learn	<ul style="list-style-type: none"> • Early Intervention and prevention for secondary aged pupils experiencing emotionally based school avoidance. • Comprehensive CLPL programme. • Enhance partnership working to ensure pupils are well equipped to learn and engage in school. • Implement Parental Involvement and Engagement Strategy 2022 – 2025. • Develop and implement a Social Justice Strategy. • Promote digital inclusion. • Expand and enhance the Healthier Minds Service to ensure an ongoing commitment to supporting the mental health, wellbeing, attainment and achievement of children and young people. • Implement the recommendations from the department's ASN review. 	<p>All pupils, staff and parents.</p> <p>Young people who are experiencing emotionally based school avoidance.</p> <p>Parents / Carers / Families</p> <p>Families living in poverty.</p>	<i>Annual Performance Reporting</i>	<i>by 2026 and beyond</i>
				Literacy and Numeracy	<ul style="list-style-type: none"> • Review, update and implement Numeracy and Mathematics and Literacy Strategies (2022 – 2025). • Develop and implement an Early Intervention Programme for Literacy and Numeracy. • Provide high quality professional learning on the teaching of reading, writing, talking and listening, numeracy and mathematics. • Build leadership capability and capacity of senior staff and teachers in schools on performance and benchmarking. • Ensure parents/carers have the literacy and numeracy and maths knowledge and skills to support their children. • Work with FE, HE and employers to promote greater understanding of numeracy and maths as an essential skill for learning, life and work • Support and challenge schools on their approaches to raising attainment and use of additional resource, in particular for key equity groups. • Share successful interventions and learning within and beyond the authority from SEF, PEF, CECYPF, Lowest 20% and professional inquiry

<ul style="list-style-type: none"> Community, Learning and Development Team Third Sector Partnership Children, young people and families. 	<p>Learning and Teaching</p>	<ul style="list-style-type: none"> Provide guidance and support on the most up to date pedagogical research and practices (0 – 18 years), including the assessment of children’s progress. Introduce an Effective Learning and Teaching Collaborative learning programme. Create and nurture a culture of professional inquiry and educational research Pedagogy Practice. Promote and implement a coaching culture at all levels which supports teacher leadership and empowerment. Build leadership capacity at all levels to improve learning, teaching and self-evaluation. 	<p>The proportion of 16-19 olds participating in education, employment or training based on the Annual Participation Measure.</p> <p>Achievement of Curriculum for Excellence Levels (literacy combined and numeracy combined)</p> <p>The proportion of school leavers attaining 1 or more pass at SCQF level 5</p> <p>The proportion of school leavers attaining 1 or more pass at SCQF level 6</p> <p>NIF performance targets / evaluations i.e. number of schools evaluating 1.2, 2.3, 3.2 as VG or E</p> <p>Number of staff attending professional learning for Literacy and Numeracy.</p> <p>Quality assurance programme – evaluations of learners’ experiences increases.</p>	
<p>ASSUMPTIONS</p> <ul style="list-style-type: none"> The department’s Local Improvement Plan will complement the SEF plan and build upon the vision for all East Renfrewshire children to be attaining and achieving through excellent experiences. There is no hierarchy of outcomes in terms of the importance of the plan and its activities. There is recognition that some of the outcomes will need to be continually met, as they are contingent on ongoing activity. There is recognition that some of the activities will be funding dependent and be introduced at a pace aligned with the increase in SEF monies. Engagement with children, staff and families will lead to better decision making. Professional learning will build the capacity of school staff and lead to improved outcomes for children and young people. The right to and goals of education are enshrined in the United Nations Convention on the Rights of the Child (UNCRC). Local authorities have the statutory duties to provide education, deliver educational improvement, secure best value, and fulfil their role as employer. 		<p>RISKS / EXTERNAL FACTORS</p> <ul style="list-style-type: none"> Continuing impact of Covid Further policy developments Changes in funding models Education reform Increase in the Cost of Living Parent / carer / family engagement Staff workload and bureaucracy The capacity of other local authority and public sector services. 		

Vision	Mission	Our Contribution So we need to....	Critical Activities by 2022 / 2023
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Everyone Attaining, Everyone Achieving through Excellent Experiences</p>	<p>Achieve equity for every child by raising the bar for all.</p>	<p style="text-align: center;">Wellbeing</p>	<ul style="list-style-type: none"> • Early Intervention for secondary aged pupils experiencing emotionally based school avoidance. • Creation of Wellbeing Hub. • Development of online learning resource for pupils to access learning at home. • Targeted Family Wellbeing Support. • Develop and introduce a Social Justice Strategy and associated training incorporating advice and support on approaches to reducing the cost of the school day and pupil participation.
	<p>Improved outcomes for children and young people impacted by poverty.</p>		<ul style="list-style-type: none"> • Review, update and implement Numeracy and Mathematics Strategy (2022 – 2025). • Provide high quality professional learning on the teaching of reading, writing, talking and listening, numeracy and mathematics. • Support and challenge schools to raise attainment through analysis of data, improved professional judgements, the target-setting process and improved learning and teaching, particularly for key equity groups. • Build leadership capability and capacity of senior staff and teachers in schools in the use of tracking and monitoring tools to interpret data and identify areas of need for individuals and groups of learners. • Support and challenge schools on their approaches to raising attainment and use of additional resource, in particular for key equity groups. • Support establishments to increase parental engagement and involvement in numeracy and mathematics (revisit common language and methodology in digital formats) • Work with Adult Learning Service to ensure parents/carers have the literacy and numeracy and maths skills to support their children • Engage all staff in professional learning with a focus on equity and reducing poverty-related attainment gap. • Work in partnership with school Developing the Young Workforce Coordinators to support to work with employers to promote greater understanding of numeracy and maths as an essential skill for learning, life and work.
	<p>The attainment gap between the most and least disadvantaged children and young people in literacy and numeracy is closed.</p>	<p style="text-align: center;">Literacy and Numeracy</p>	<ul style="list-style-type: none"> • Invest in educational research on Pedagogy for Equity – building staff of current research and links between theory and practice. • Build leadership capacity at all levels to improve learning, teaching and self-evaluation. • Introduce an Effective Learning and Teaching Collaborative learning programme. • Share successful interventions and learning within and beyond the authority from SEF, PEF, CECYPF and lowest 20%. • Support schools to continue to improve learners' experiences and outcomes by implementing the CLPL framework and sharing approaches to professional inquiry across our schools and centres, including through Research Hubs • Facilitate and support participation in the West Partnership's Improving our Classroom / Department / School programme.
<p>Appendix 2</p>		<p style="text-align: center;">Learning and Teaching</p>	

Stretch Aims

Key Indicator	Stretch Aims	Value 2022	Interim Target Value 2024	Target value 2026
Attainment	Achievement of Curriculum for Excellence Levels (literacy combined)			
	Achievement of Curriculum for Excellence Levels (numeracy combined)			
	The proportion of school leavers attaining 1 or more pass at SCQF level 5			
	The proportion of school leavers attaining 1 or more pass at SCQF level 6			
	% of parents responding positively to ERC Parental Questionnaires (Questions 7 and 23)			
	NIF performance targets / evaluations i.e. number of schools evaluating 1.2, 3.2 as VG or E			
	Number of indicating that professional learning in literacy is having an impact on practice.			
	Number of indicating that professional learning in numeracy is having an impact on practice.			
Attendance	Attendance data – key equity groups: SIMD, ASN and EAL and Care Experienced Pupils			

To be confirmed

Inclusion	Exclusion Data – key equity groups: SIMD, ASN and EAL and Care Experienced Pupils			
	% of children being educated full time in LA settings (link to attendance)			
	Included and Involved % of pupils responding positively to ERC Pupil Questionnaires (Questions 12, 13, 18)			
	No of pupils experiencing trauma accessing the Wellbeing Hub (link to attendance)			
Engagement	No of care experienced accessing Trauma Informed Practice Support			
	Healthier Minds re-referral percentage rate			
	The number of school leavers in a positive destination.			
	NIF performance targets / evaluations i.e. number of schools evaluating 2.3 as VG or E			
Participation	The proportion of 16-19 olds participating in education, employment or training based on the Annual Participation Measure.			
	The cost of participating in school activities and events is affordable			
	No of care experienced accessing HE (Mentors https://www.vtoscotland.org/)			
	Engagement and Participation of out with school activities (Pupil Questionnaire 15, 17, 18)			
	% of pupils accessing digital devices in school and at home.			
	Quality assurance programme – evaluations of learners' experiences increases			

To be confirmed

Local Authority	Seed Code	School Name	Stage	Allocation before top-up	top-up	Allocation including top-up
East Renfrewshire	8601925	Braidbar Primary School	Primary	£ 22,050	£ -	£ 22,050
East Renfrewshire	8600228	Busby Primary School	Primary	£ 44,100	£ -	£ 44,100
East Renfrewshire	8454922	Calderwood Lodge	Primary	£ 17,150	£ -	£ 17,150
East Renfrewshire	8620725	Carlibar Primary School	Primary	£ 113,925	£ -	£ 113,925
East Renfrewshire	8600422	Carolside Primary School	Primary	£ 19,600	£ -	£ 19,600
East Renfrewshire	8601127	Crookfur Primary School	Primary	£ 36,750	£ -	£ 36,750
East Renfrewshire	8620822	Cross Arthurlie Primary School	Primary	£ 71,050	£ -	£ 71,050
East Renfrewshire	8600724	Eaglesham Primary School	Primary	£ 34,300	£ -	£ 34,300
East Renfrewshire	8600821	Giffnock Primary School	Primary	£ 28,175	£ -	£ 28,175
East Renfrewshire	8621322	Hillview Primary School	Primary	£ 57,575	£ -	£ 57,575
East Renfrewshire	8601224	Kirkhill Primary School	Primary	£ 30,625	£ 1,775	£ 32,400
East Renfrewshire	1004786	Maidenhill Primary School	Primary	£ 18,375	£ -	£ 18,375
East Renfrewshire	8601321	Mearns Primary School	Primary	£ 50,225	£ 3,775	£ 54,000
East Renfrewshire	8631824	Neilston Primary School	Primary	£ 58,800	£ -	£ 58,800
East Renfrewshire	8600929	Netherlee Primary School	Primary	£ 25,725	£ -	£ 25,725
East Renfrewshire	8600325	Our Lady of the Missions	Primary	£ 30,625	£ 2,855	£ 33,480
East Renfrewshire	8601429	St Cadoc's Primary School	Primary	£ 20,825	£ 775	£ 21,600
East Renfrewshire	1004271	St Clare's Primary School	Primary	£ 29,400	£ -	£ 29,400
East Renfrewshire	8621020	St John's Primary School - Barrhead	Primary	£ 68,600	£ -	£ 68,600
East Renfrewshire	8600627	St Joseph's Primary School - Clarkston	Primary	£ 18,375	£ -	£ 18,375
East Renfrewshire	8621225	St Mark's Primary School - Barrhead	Primary	£ 118,825	£ -	£ 118,825
East Renfrewshire	8624224	St Thomas' Primary School - Neilston	Primary	£ 26,950	£ -	£ 26,950
East Renfrewshire	8601526	Thornliebank Primary School	Primary	£ 29,400	£ -	£ 29,400
East Renfrewshire	8627525	Uplawmoor Primary School	Primary	£ 2,450	£ -	£ 2,450
East Renfrewshire	8627630	Barrhead High School	Secondary	£ 69,825	£ -	£ 69,825
East Renfrewshire	8601739	Eastwood High School	Secondary	£ 63,700	£ -	£ 63,700
East Renfrewshire	8602239	Mearns Castle High School	Secondary	£ 41,650	£ -	£ 41,650
East Renfrewshire	8626138	St Luke's High School	Secondary	£ 78,400	£ -	£ 78,400
East Renfrewshire	8602433	St Ninian's High School - Giffnock	Secondary	£ 40,425	£ -	£ 40,425
East Renfrewshire	8602034	Williamwood High School	Secondary	£ 41,650	£ -	£ 41,650
East Renfrewshire	8601836	Woodfarm High School	Secondary	£ 37,975	£ 1,985	£ 39,960
East Renfrewshire	8602344	Isobel Mair School	Special	£ 129,850	£ -	£ 129,850
Total				£ 1,477,350	£ 11,165	£ 1,488,515

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EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEE25 August 2022Report by Director of EducationEDUCATION DEPARTMENT END-YEAR REPORT 2021/22**PURPOSE OF REPORT**

1. The purpose of this report is to update Education Committee on the end-year performance of the Education Department for 2021/22.

RECOMMENDATION

2. Education Committee is asked to comment on and note the report as a summary of the Education Department's end-year performance for 2021/22.

BACKGROUND

3. The Education Department has a strong commitment to continuous improvement and regularly provides reports to Education Committee on various aspects of its performance through a range of different indicators across education establishments and other departmental support functions. In addition to the annual [Standards and Quality Report](#), the department provides a number of additional updates, including regular reports on the progress with the priorities of the [National Improvement Framework](#) and [Early Learning and Childcare](#). Further reports on specific initiatives, for example, [Developing the Young Workforce](#), [Mental Health and Wellbeing](#) and Pupil and Strategic Equity Funding are also considered by committee as appropriate.

4. More specifically, the Education Department's progress in achieving the performance indicators and critical activities in the Outcome Delivery Plan (ODP) is reviewed on a six monthly basis through departmental reports. These reports are presented at regular performance review meetings, attended by the Chief Executive and Education Leadership Team, with ongoing performance and consideration of the key activities for the following period discussed.

5. End-year reports are prepared and presented to Education Committee to provide a summary of the department's performance across the previous year and set out the priorities for the year ahead. [The end-year report for 2020/21](#) was considered by Education Committee on August 2021.

6. A full report on the progress towards achieving the indicators and critical activities has been considered by Council in June 2022. In addition, the department's performance in the Local Government Benchmarking Framework (LGBF) has also previously been considered by Cabinet.

REPORT

7. The Education Department's [end-year report 2021/22](#) sets out a high level summary of the performance under the following key areas:

- Outcomes – these provide a statistical overview of the department's performance, outlining results for the benefit of customer and the local community. This includes relevant Local Government Benchmarking Framework (LGBF) indicators;
- Customers, Efficiency & People – these focus on a range of activities and targets aimed to improve the performance and effectiveness of the department.

8. Given the timing of the end-year report, the majority of the data regarding school performance and attainment relates to the previous academic session. For example, the end-year report for 2021/22 was completed in May 2022, prior to the end of the academic session. As such, full data is only available for the 2020/21 school session. The 2021/22 academic performance will be reported to the Education Committee through the annual presentations on educational outcomes and through the departmental Standards and Quality Report.

9. Given the challenges posed by Covid-19 and the extended period of school closure, no targets were set for 2020/21. The performance measures for 2020/21 are being used as baselines for the development of future targets which remain under review. Targets (stretch aims) for 2022/23 will be shared at a future Education Committee.

10. Whilst schools and nurseries remained open throughout 2021/22, there continued to be significant levels of disruption due to the ongoing impacts of the Covid-19 pandemic. As highlighted through previous Council reports, the department continued to make good progress with the focus on recovery, however, the level of ongoing disruption cannot be understated as schools and nurseries sought to continue to focus on supporting children and young people with their learning and wellbeing. In particular, the emergence of new variants throughout 2021/22 significantly impacted on both pupil and staff absence. Whilst usually short term in nature, given the guidance in place throughout the period, establishments often experienced significant numbers of pupils and staff absent at any one time, presenting substantial challenges to the ongoing recovery. This remained a challenge throughout the year despite the removal of restrictions from spring onwards.

11. The department's *Building Back Better and Fairer* framework set out the key priorities for schools and services to support children and young people with their learning and wellbeing during 2021-22, complementing the activities set out within the department's Local Improvement Plan (LIP). Purposefully, the framework was designed as a single page, providing a clear simple summary of next steps for improvement.

12. Despite the significant levels of disruption and challenge, both the department and individual establishments continue to perform to a very high standard in their work towards achieving the department's vision, *Every Attaining, Everyone Achieving Through Excellent Experiences*. Key highlights in each area include:

Outcomes

- ✓ Completion of the department's ASN review, with recommendations being taken forward, including through the current consultation exercise, subject to available resources.
- ✓ Very strong S4, S5 and S6 SQA results with the highest performance in Scotland across all 10 LGBF attainment indicators.
- ✓ Continued very high percentage of leavers going on to positive destinations across all equity groups, with a marked increase in young people going in

to employment, and the highest performance in Scotland in the participation measures (97.2% - 5 points above the national average).

- ✓ Rollout of universal free school meal provision to all P4 and P5 pupils, as well as the introduction of meals for all children in early learning and childcare accessing their statutory entitlement.
- ✓ Continued strong performance of facilities management recognised through the national APSE awards.

Customers

- ✓ Strong focus on all learners and their families, again receiving an outstanding Customer Service Excellence report, with 31 compliance plus points for the second successive year.
- ✓ Focus on improving the customer journey, with continued digitisation improvement of key frontline services, including early learning and childcare and school admissions.
- ✓ Significantly high levels of satisfaction as expressed through the Citizen's Panel, with 95% and 94% of respondents rating primary and secondary education respectively as 'very good' or 'good'.
- ✓ Adapting to the 'new normal' within schools and nurseries, particularly around the opportunities for renewed approaches to parental communication and engagement.

Efficiency

- ✓ Successful rollout of Parentsportal across all primary and secondary schools, with 91% of all pupils now registered, the highest level in Scotland.
- ✓ Continued improvement in invoice payment timescales, significantly above the target position and strong performance compared to overall Council position.
- ✓ Review of systems to ensure renewed strong performance in enquiry and complaint response timescales.
- ✓ Ongoing efficient use of resources as evidenced by continued above average performance in terms of cost per pupil place (13th for pre-school, 4th for primary school and 16th for secondary school).

People

- ✓ The Healthier Minds service continues to provide health and wellbeing advice to pupils, staff and families, recognising the impact the pandemic continues to have on wider wellbeing. There have been a total of 664 referrals from the launch in November 2020, with only 77 re-referrals during this time.
- ✓ Supporting staff through the introduction of hybrid working as part of the Council-wide *The Way We Work* project.
- ✓ Continued focus on the digital upskilling of staff in response to the opportunities and challenges offered through remote learning.

13. Building on the progress outlined above, the department's [Local Improvement Plan 2022-25](#) sets out the high level areas for improvement for all services and education establishments, including the actions we will take over the next three years to achieve the expected impact and outcomes. This is informed by the Outcome Delivery Plan, including the targets and indicators used to measure the impact of our work.

14. Priorities for the next year include:

- Promoting a universal approach to improving outcomes, with a clear intent on raising the bar for all learners across our establishments. However, we will continue to employ targeted approaches to support specific equity groups and schools with a larger proportion of children and young people living in poverty. Notably, this includes the use of new Strategic Equity Funding, Pupil Equity Funding and the Care Experienced Children and Young People Attainment Fund to continue to drive improvement.
- Supporting schools and nurseries with the implementation of the findings of the ASN review.
- Continuing to support children and young people to recover from the impacts of the pandemic, with a specific focus on health and wellbeing and targeting those pupils who continue to experience challenge in returning to school.
- Improvement to customer journeys and departmental efficiencies through the ongoing development of the department's change programme in conjunction with the Digital Transformation programme.
- Continue to invest in staff wellbeing across all levels, including tackling workload and bureaucracy across establishments and implementing the recommendations of the Council's *The Way We Work* programme.

FINANCE & EFFICIENCY

15. There are no specific financial implications arising from this report. All finance and efficiency implications are met from the existing departmental resources.

PARTNERSHIP WORKING

16. Whilst this report focuses specifically on the Education Department's contribution to the delivery of the ODP, it is recognised that the ongoing continual strong performance is only achieved through the excellent, well-established partnership working across the Council and with external partners. This has been particularly highlighted throughout the challenging circumstances of the last few years and the valued contributions that partners have made to ensure that our learners, staff and families can continue to benefit from our services.

IMPLICATIONS OF REPORT

17. The department has a well-established self-evaluative approach across all areas of work and will continue to take the necessary steps to achieve ongoing strong performance and improvement in the key areas outlined above.

CONCLUSION

18. This report summarises the Education Department's end-year performance for 2021/22. The department has continued to recover from the ongoing challenges of the pandemic, with a focus on supporting children and young people with their learning and wellbeing and the report outlines a sustained strong performance across all measures.

19. The performance of this year sets a strong baseline for future targets and this report outlines the ambitious improvement plans in place across the department, as we continue to support ongoing recovery from the pandemic, to ensure we can continue to deliver further improvement.

RECOMMENDATION

20. Education Committee is asked to comment on and note the report as a summary of the Education Department's end-year performance for 2021/22.

Mark Ratter
Director of Education
25 August 2022

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Background papers

1. [Education Department End-Year Report 2021/22](#)
2. [East Renfrewshire Council's Outcome Delivery Plan 2020-23](#)
3. [Standards and Quality Report 2020/21](#)
4. [Progress Report on the Priorities Associated with National Improvement Framework \(September 2021\)](#)
5. [Early Learning and Childcare Annual Report 2021/22 \(June 2022\)](#)
6. [Update on Developing the Young Workforce and Implementation Plan 2022-25 \(June 2022\)](#)
7. [Mental Health and Wellbeing in Children's Services \(March 2022\)](#)

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